

## THE USE OF PERSONAL PHOTOGRAPH IN TEACHING DESCRIPTIVE TEXT WRITING TO MTsN

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**Abstract:** The purpose of conducting this research is to know whether or not the use of personal photograph is effective to teach students' ability in descriptive text writing and how effective the use of personal photograph to teach students' ability in descriptive text writing at the seventh grade students of MTsN Jongkong in academic year 2015/2016. This research was done by conducting a pre- experimental study which consists of pretest, two times of treatments and posttest. The sample of this research is class VII A and consists of 40 students. The data had been collected by measurement technique with pre-test and post-test. The tool of data collecting is written test. The result of the mean score in pre-test is 33.91 and the students mean score in post-test is 56.52. The interval score from pre-test and post-test is 22.61. It means that the students' score increased from pre-test to post-test. Based on the computation of t-test it showed that t-test was higher than t-table ( $3.29 > 2.074$ ). Besides that, based on the computation of the effect size, it showed that the effect of the treatment is 0.658 this score categorized as moderate. It means that personal photograph is average for teaching descriptive text writing of MTsN Jongkong in academic year 2015/2016.

**Key words:** *Personal Photograph, Descriptive Text Writing*

**Abstrak:** penelitian ini bertujuan untuk mengetahui apakah penggunaan personal photograph efektif untuk mengajar kemampuan siswa dalam menulis teks deskriptif dan seberapa efektif penggunaan personal photograph untuk mengajar kemampuan siswa dalam menulis teks deskriptif pada siswa kelas tujuh MTsN Jongkong pada tahun ajaran 2015/2016. Penelitian ini dilakukan dengan menerapkan pre-experimental study yang terdiri dari *pretest*, dua kali *treatments* dan *posttest*. Sampel dalam penelitian ini adalah siswa kelas tujuh A dan terdiri dari 40 siswa. Data yang dikumpulkan menggunakan teknik pengumpulan data melalui *pretest* dan *posttest*. Alat pengumpulan data adalah tes tertulis. Hasil dari rata-rata skor pada pretest adalah 33.91 dan skor rata-rata pada posttest adalah 56.52. rentangan skor dari pretest dan posttest adalah 22.61. hal tersebut berarti skor siswa meningkat dari pretest ke posttest. Berdasarkan perhitungan t-test menunjukkan bahwa t-test lebih tinggi dari pada t-table ( $3.29 > 2.074$ ). Selain itu berdasarkan perhitungan dari effect size menunjukkan bahwa efek dari treatment adalah 0.658 skor ini

dikategorikan sebagai sedang. Hal ini berarti personal photograph efektif untuk mengajar menulis teks deskriptif pada MTsN Jongkong pada tahun ajaran 2015/2016.

**Key Words:** *Personal Photograph, Menulis Teks Deskriptif*

Based on the syllabus in KTSP (The School- based Curriculum) one of the basic competences must be taught for junior high school is students will be able to write simple descriptive text. Teaching writing descriptive text for junior high school is not easy because the students in this level are the beginner in English especially in writing English. There are several problems in writing that mostly found first, they find it difficult to start on their writing, as it is not easy to express what they have in mind using a foreign language. Second, they often cannot develop their writing well due to their limitation in vocabulary and the last they are concerned with the grammatical mistakes that they make in writing. This is according to Murcia (2001) writing is always found to be difficult either foreign learners or even native speaker. Based on the writer's observation at MTsN Jongkong, the writer found that almost all students had difficulties to develop their idea, to choose the right words, and to use the right grammar when they write. The students sometime got confused when they are asked to write, especially when they write descriptive text. In addition, they did not know where to begin their writing because they had not imagination. They have something in their mind but that idea is opaque. As a result, the students did not have something that can be seen to develop their imagination, so they difficult to start their writing.

Writing is an ability to create words, ideas and also to criticize the words and ideas itself in order to decide which one to use in context. According to Harmer (2004) in writing process that are the stages to produce something in final written form. The process has four main elements. The first is planning. The experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going say. When planning, writers have to think about three main issues. In the first place, experienced and the content structure that is how best to subsequence the facts, ideas, or arguments which they have decided to include. The second is drafting. We can refer to the first version of a piece of writing as a draft. The third is editing (reflecting and revising). Once writers have produced a draft they then, usually, read through what they have written to see where it work and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may move or write the new one. They may use a different form of words for a particular sentence. The last is Final Version. Once writers have edited their draft, making the changes they consider to be necessary, they produce final version. Collin (2002) states there are six traits to make an effective writing. They are: the ideas or content should be clear, the structure should suit the topic, the tone should be obvious, the word choice should be appropriate with the topic, the flow of the language should be vary, and the mechanical correctness of the writing should be accurate.

In the context of this article personal photograph can help the students to write descriptive text. The used of personal photograph could make the students had a clear

and simple way in writing descriptive text. Photograph also like pictures that have high artistic value which is colorful and importantly they are rich with information. Especially personal photograph, this media had another extra value, in which the learners' feeling is involved. Using personal photograph the students had something to do with their personal experience. They can describe person, place, or thing that their really like. According to Raimes (1983) picture can brings the outside world into the classroom in the other words student can imagine something in the outside and write it in a written form. Photograph also encourages students to brainstorm words and ideas before they write it in more details. This means that from photograph students will have sense to think critically about the interpretation of image and write it in ideas. Because of that reasons and also personal photograph has never been used in MTsN Jongkong, the writer conducted this media to improve the students writing and vocabulary in descriptive text writing.

Photograph is also a visual media for students in the teaching and learning process. According to Hornby (2007: 1138) picture can help students to find ideas or visualize what something is like. The definition of personal photograph is photo that the students' have or take by their own. The advantages of using personal photograph as media in teaching according to Sudjana (2005:1) are first, to motivate and attract students to learn. Picture is interesting because of full of colors; students will interest to learn when they use picture that full of colors. Second, personal photograph can help students in developing language skills and writing. Picture is full of information such as vocabulary and ideas. So, personal photograph can help students in developing their vocabulary and express their ideas. The last is Personal Photograph can help students to interpret and remember the images from text book. In using personal photograph, the students will have chance to think critically about the interpretation of the events in images and to write about those ideas.

Descriptive text is kinds of text which described in details. According to Doddy et al (2008) Descriptive text has the social function to describe particular person, place, or things. Based on the generic structure, descriptive text is divided into three parts. The first part is identification or participation which begins to identify the phenomenon to be described. The next part is the descriptions of particular person, place or things. It is also focused on specific participants including parts, qualities and characteristics of person or something that is described. The last is closure or summary of something that is described. The lexicon grammatical features of descriptive are noun, adjectives, noun phrase, present tense or past tense. If something described is exist until now use present tense but if something described is pass away or no longer exist use past tense. . According to Heaton (1998:146) there are some aspects that have to be evaluated in order get good descriptive writing such as contents, organization, vocabulary, language use and mechanics. Contents refer to the subject mastery being described or written. Organization refers to students' idea and details of descriptive structure to introduce the characterization. Vocabulary refers to the usage of the correct words function to express idea in composing a paragraph(adjectives, adverbs, nouns, and verbs). Language use

refers to the usage of the correct grammar and sentence structure to compose a paragraph. Mechanics refers to the mastery of punctuation, spelling, and capitalization.

In the procedures of teaching descriptive text by using personal photograph, the writer designed the teaching based on the process of main elements of writing and the generic structure of descriptive text namely planning, drafting, editing and final version. Planning is the students stick their personal photograph that they have brought on a paper which teacher has given. Drafting is the students began to make an outline based on their personal photograph. Editing (reflecting and revising) is the students accomplished their writing and showed it to other people (teacher and students) and the other students asked to check their writing by giving comment by answering the following questions such as, does the paragraph have identification? , does the paragraph consist of at least three character traits? , does the paragraph use appropriate grammar (present tense)? , the last does the paragraph use right mechanics (capital letter, punctuation, and spelling). Finally, the students complete their final version based on the other student's suggestions.

The previous research entitles *Using Personal Photograph to Spark Narrative Writing* by Ahola (2004) also shows that Personal Photograph is effective. Since Ahola used Personal photograph as media, his students usually are able to write without any problems. Recently, one of his students wrote to him that "The photograph paper was the easiest for me, because it came from a personal experience and so my writing came from my heart." Ni Made Ratmingsih (2015) in her research found that the students writing activity became easier since personal photograph reinforced their memory to remember certain events. They affirmed that writing improved through the use of personal photograph. This finding could be indicated from score achieved, categorized as good. Youra (1998) in his research found that students' writing significantly improved and less advanced students made surprising strides as they became creatively engaged by connection between writing and photography. Similarly, Ambarsary (2005) to grade one student of SMA Lab IKIP *Negeri Singaraja* proved that personal photograph could improve students' achievement in narrative writing. Furthermore, Dewi (2006) in her research which comparing two types of media stated personal photograph and autobiography in narrative paragraph found that personal photograph can be a power full teaching media which can be employed to help students to perk up their creative writing. Because of this media has never been used in MTsN Jongkong in Academic Year 2015-2016, the writer conducted this media to improve the students writing and vocabulary in descriptive text writing.

## **METHOD**

The method used in this study is experimental method. The writer used a pre-experimental design: one group pre-test and post-test. The population of this research is students of MTsN Jongkong. There are three classes of seventh grade students, that are A, B, and C class. Each class consists of 23 students. The total numbers of students in class A, class B, and Class C are 69 students. To determine the sample in this research,

the writer used probability sampling. The procedure is cluster random sampling because the unit chosen was not an individual but rather, a group of individuals who are naturally together. The writers had done cluster random sampling steps and got class VII A as sample in this research, that are consists of 23 students. In collecting the data, the writer used measurement technique. The measurement was arranged in two stages: pre-test and post-test. Tool of data collecting in this research is written test or essay. The writer used test of validity and reliability in procedures of data analysis. To make sure that the essay test is valid, the writer constructs two things to do. First, the writers state the purpose and objective of the test. The writer can ensure the contents of the test is valid because the test clearly defines the achievement that the writer measure. Second the writers develop scoring criteria that address to each objective. If one of the objectives is not represented in the score categories, so the rubric does not give the necessary to examine the given objective. Reliability of the test is necessary characteristic of a good test. Reliability refers to a test's ability to produce consistent result whenever used. Reliability deals with the consistency of the result of the test. There are several steps to know the reliability of essay the test. First is analyzing the students score: organization, grammar, vocabulary, and mechanics. Second is find the square of each score and the variant of each score

$$\sigma^2 = \frac{\sum X^2 - \frac{(\sum x)^2}{n}}{n}$$

Thirds, find out the sum of variant score  $\sum \sigma_t^2$  also the total variant of all items:

$$\sigma^2 = \frac{\sum X^2 - \frac{(\sum x)^2}{n}}{n}$$

The last, find out the reliabilities of the test by using Alpha Cornbach:

$$r_{11} = \left( \frac{n}{n-1} \right) \left( 1 - \frac{\sum \sigma}{\sigma} \right)$$

The results of reliabilities can categories shown in the following interpretation:

Alpha <0.50 is low, alpha 0.50-0.70 is modest, alpha 0.70-0.90 is moderate, alpha >0.90 is high. Based on the data above, the writer can conclude that: alpha of these items is 0.954, so these test is categorize as high because it is above 0.90. The students' writing of descriptive text will be scored based on the students' individual score of pre-test and post-test. Furthermore, the writer counted the students' mean score of pre-test and post-test by using the formulas:

$$\overline{X_1} = \frac{\sum X_1}{N} \quad \overline{X_2} = \frac{\sum X_2}{N}$$

The analysis on the students' different score of pre-test and post-test will be counted by using the formula:

$$\overline{D} = \overline{X_2} - \overline{X_1}$$

To know the level of the difference of the students' score between pre-test and post-test, the writer counted the value of *t-test* by using the formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

If the value of *t-test* observed is bigger than *t-table* (2.045) it means that the mean score of pre-test and post-test of the experiment group being observed have a significant difference. Therefore, the writer analyzed the effect size (ES) by using the formula:

$$s = t \sqrt{\frac{1}{N}}.$$

The result of ES is categorized into three parts; if effect size 0-0.20 is weak, if effect size 0.21-0.50 is modest, if effect size 0.51-1.00 is moderate, if effect size >1.00 is strong.

## FINDINGS AND DISCUSSION

### Findings

Based on the result of the research, there were two data; pre-test and post-test. The result of the students' total score in pre-test was 780. The students' mean score of pre-test was 33.91. It means the category of the students' writing was considered as **"poor"**. The total score of the students' post-test was 1300. The students' mean score of post-test was 56.52, it categorize as **"poor to average"**. The mean score improvement from pre-test. In the other words, the use of personal photograph contributes adequate change of their achievement score. The interval of pretest and posttest was 22.61. It shows that the students' score increased after treatment. To find the level of significance difference between the pre-test and post-test, the writer computed by using the formula of the  $t_{test}$  below:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Based on the computation above the writer found that the result of  $t_{test}$  is 3.29, it shows that the students' different score of pre-test and post-test is significant. However, the score of post-test is better than pre-test but the improvement is not really significant, it can be due to the obstacles during the research. The first obstacles concerned to the the meeting time is limited. The writer only gave two weeks to finish the research. Moreover, the time allocation changed due to the change of the school schedule. The treatment was interrupted by the break time for about 15 minutes. Second, it was because of the score of test before treatment (pre-test) was low (3.91), so that the result was not really significant that is why the interval only 22.61. Therefore, the null

hypothesis (Ho) which says “The use of personal photograph is not effective to teach students’ descriptive writing” is rejected and the alternative hypothesis (Ha) which states that “The use of personal photograph is effective to teach students’ descriptive writing” is accepted.

The effectiveness of using personal photograph can be seen by using this formula:

$$Es = t \sqrt{\frac{1}{N}}$$

The result of the effect size of the treatment will show how effective is the use of personal photograph as media in writing descriptive text. The result shows that the score of Es is 0.658, it indicated that personal photograph is moderate for teaching descriptive text writing. Although, the effect size is moderate, the improvement of students writing skill is increased after the treatment. It can be seen from the students’ effect size that 0.658 and it can be categorized as moderate (0.51-1.00).

## Discussion

This pre-experiment study had been conducted in four meetings, which include pre-test, two times treatment, and post-test. In the first meeting, the writer introduced herself to students and the students also introduced themselves to the writer. Then, the writer builds a relationship with the students to make closer each other. The writer motivated the students to be active in teaching learning process by using a song. After building the relationship with the students, the writer gave pre-test fortunately, this is the first meeting in odd semester and the first topic is about describing of physical appearance. In this test, the writer asked the students to write based on the topic by using their imagination. This is to know their ability in writing. In the last of activity, the writer divided students into groups and asked each group to bring their personal photograph for the next meeting.

The next meeting, the writer began to the treatment; the writer used picture and HW questions as brainstorming. Actually, the writer used facility (LCD projector) to support her media but unfortunately, there had no facility so the writer used picture and stick it on white board. Then, the writer explained about descriptive text( what is descriptive text, the generic structure of descriptive text, the grammar that usually used in descriptive text, the words that usually used in descriptive text especially on describing someone physical appearance, and how to used capitalization and punctuation). After that, the writer introduced about personal photograph (what is personal photograph, and how to used personal photograph). Then, the writer asked each group to do an exercise that is complete the sentence. This exercise was to know is the students has progress in each treatment. The last activity, the writer asked each student to bring their personal photograph for the next meeting.

In the second treatment the writer also gave another example of using personal photograph in descriptive text writing. The group task had also given to the students, to

measured students achievement about descriptive text which had explained. The students asked to make descriptive text writing in pairs based on their personal photograph. They asked to make draft first; by using a piece of beaverboard. The topic is still about physical appearance. The students tried to use personal photograph in their writing. They started to ask each other. They ask the meaning of pointed nose, almond eyes, style of hair and other. This activity cannot be seen before they used personal photograph. After finished, the students showed their writing to the other and asked them to give a comment.

Finally, the writer held the post test. The students should write about descriptive text based on the criteria that the writer was given. The result of post-test showed that the students' writing was *poor to average*. The improvement also can be seen on the students' paragraph. Almost all students knew how to describe someone physical appearance, therefore there are still found some mistake in grammar and word choice. Although, personal photograph had been proved as the enough successful media to improve the students' skill in writing descriptive text, there were also obstacles in process of teaching and learning. Such as when the students do not bring their personal photograph this technique cannot say as personal photograph technique another obstacle is no facility (LCD projector) so I only used picture and I stick it in white board. When using personal photograph as media ask students to bring their own dictionary to make easy our teaching learning process because students often ask about the meaning.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the previous explanations, the writer can conclude that, first the use of personal photograph as media contributes a change of seventh grade students' score in descriptive text skill. Personal photograph could help the students to develop ideas, organized their sentence into good order, improve their vocabulary and accuracy in grammar use. Thus, it makes their writing better. This fact could be seen through the mean score of the students' post-test result that is 56.52, which was higher than the result of students' pre-test that is 33.91. The classification of students' writing changed from *poor to average*. Second, the interval score of students' pre-test and post-test is 22.61. It means students' achievement have been effective. Third, The significant different of this achievement could be also proven by t-test that is 3.29 was higher than t-table that is 2.074. The last, the effect size of the treatment is 0.658 (ES between 0.51-1.00). This is score categorized as moderate effect; it means that this media is good for seventh grade students in MTsN Jongkong.

### **Suggestion**

Referring to the result the research and experience during the research, the writer would like to give some suggestions as follows: first, in teaching writing, especially descriptive text personal photograph is highly recommended as media because it can provide enjoyable lesson and develop their imagination. Second, before teaching and



learning process begin teacher have to build students knowledge for example connect or brainstorm the last lesson, give students some motivation we can use a song, it make the students interested in English first. Third, in teaching writing, process is first. Students need more practice in writing to make them good in writing skill. Give students more practice in English rather than theory. Fourth, in using personal photograph LCD projector is needed, but if it is not support the teacher can use large picture without LCD projector and stick it in white board. Fifth, before teacher use personal photograph as media teacher have to ask the students to bring their personal photograph, it is because in using personal photograph as media they will use their personal photo.

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